### Lesson Plan

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| **Pre-Service Teacher:**  Stephanie Kowalski | |
| **Name of Lesson:**  Sequence of Events | **Date:**  11/15/17 |

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| **Common Core State Standard(s)** |
| CCSS.ELA-Literacy.RI.3.8  Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  3-6.3 Organize information by classifying or sequencing |

**Student Learning Objective(s)**

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| Students will be able to sequence the main events that occur in a fiction story.  Students will be able to drag and drop images from the story in the correct order. |

**Assessment**

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| Students will hand in a sheet with their sequenced events. This will be evaluated to see if they understand how to sequence the events of a story in the correct order. Informal assessments will be used by asking questions and having students come up to the SmartBoard and drag and drop the pictures in the correct order. |

**Classroom Learning Environment**

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| Students will start at their desks and then move to independent practice. Once everyone has finished their sheets, the class will come back together as a whole. |

**Materials/Resources needed for this lesson**

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| BrainPop lesson  SmartBoard  Pencil  Sequencing sheet |

**Initiation**

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| Students will start out on the carpet as a class and watch the BrainPop video on Writing in Sequence. With a partner, students should discuss how to put the main events of a story in order.  <https://www.brainpop.com/english/writing/writinginsequence/>  Have the teacher explain their morning routine to the class. Calling on one student at a time, have students order the morning routine on the SmartBoard using words and/or pictures. |

**Lesson Development**

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| * While students are still on the carpet, read the story, The Three Little Pigs by David McPhail * When the story is over, have students retell the main events in the story, using first, second, third, next, then, and finally * Pull up the ThingLink and go over each button on it * Explain how each part of the story can be placed in order * Once you have finished going over the ThingLink, describe your morning routine to the class * Repeat multiple times so they can remember it * On the SmartBoard, have the pictures from the routine, out of order * Call on one student at a time to come up and put the pictures in order * Tell the students that you have more stories that need to be put in order and labeled. * This time, show the students the Picture Sequencing worksheet. Discuss what is occurring in each picture. * Have each student work with a partner to determine which two events likely occurred first. * As a group, write a sentence to describe the events. Make sure to use sequencing words. * Have students continue to work with their partners, then go over the answers as a group. * Give each student a Draw a Story worksheet. * Have students create at least three more events to complete the story. Have students label each picture with a sequence word. |

**Closure**

Once students have finished the worksheets, have students come back as a class. Students should lead a discussion on how they ordered their stories and what strategies did they use to help them. Pull the worksheet up on the SmartBoard and have students come up and share their order using numbers. They need to explain their thinking. Have a couple of students share. Collect both worksheets when the discussion is over.